

15 October 1998

STAFF DUTY ANALYSIS GUIDES



PUBLISHED BY NATIONAL HEADQUARTERS
CIVIL AIR PATROL

MAXWELL AIR FORCE BASE, ALABAMA

Supersedes CAPP 4, 5 January 1981.

OPR: CP

Distribution: In accordance with CAPR 5-4; additional copies are purchase item only.

1. Introduction. Throughout your Phase III and Phase IV work, the Staff Duty Analysis (SDA) will be the most important part of each achievement. Staff duty analyses are not simple, if they are done properly, because the goal is to learn as much as possible about the tasks that are standard for squadron-level staff officer positions.

As you know, Civil Air Patrol (CAP) publishes directives that prescribe the major actions and the details of how tasks are to be accomplished. Most staff officers (cadets and senior members) will never become authorities on every detail of the tasks common to their assignments. However, if an officer knows the general requirements of a position and is familiar with the subject content of all CAP directives, there should be no problem in performing a specific job in a professional manner. This is because the individual can refer quickly to the directives that contain details of the subject area.

Since you are an advanced cadet and a staff officer, it is your responsibility to provide the continuity and professionalism so essential to the excellence of your squadron. You can do this only if you make a concentrated study of the directives appropriate to your assignment, and through further study are prepared to fill other staff assignments as the need arises. This is why you are required to go through the staff duty analysis procedure for each of the eight achievements in Phases III and IV. When you complete Phase IV and have done each staff duty analysis conscientiously, you will be prepared to serve effectively in almost any senior member staff position found in cadet or composite squadrons.

2. Directives. After you have completed Phase II, you will receive the Phase III Study Packet which contains a number of CAP directives. When you complete Phase III you will receive the Phase IV Study Packet. After receiving these study packets, you will have a comprehensive set of directives which pertain to squadron-level functions. You must keep these directives because you will need them for reference and future staff duty analyses. For instance, you may find that you need to restudy a directive you received in the Phase III Study Packet. You are cautioned to check the directives in your possession with the current CAPR 0-2, *Numerical Index of CAP Regulations, Manuals, Pamphlets, and Visual Aids*, located in your squadron administrative office. Directives become obsolete, are revised, changed, or are consolidated. Therefore, to be an authority on a subject, you must have the latest information. If you find one of your directives has been replaced by a revision or a change has been published, purchase the revision or change from National Headquarters Bookstore.

In addition to the directives you have received and will receive, refer to *Leadership: 2000 and Beyond*, Volumes II and III. You may also find it necessary to refer to CAPM 50-1, *Introduction to Civil Air Patrol*.

3. SDA Information. For each of the eight Phase III and Phase IV achievements, there is a section in *Leadership: 2000 and Beyond* describing each achievement's staff duty analysis. For instance, the section pertaining to the Administrative Officer Staff Duty Analysis starts on page 9-8 of the Administration Achievement Chapter in *Leadership: 2000 and Beyond*, Volume II. These sections have valuable information and are an integral part in completing each SDA. The first segment of the section is an introduction describing each SDA and staff officer position pertaining to the SDA. The second segment is References. This is a list of CAP directives that you will use to complete each SDA. The next segment is **Work with the Key People**. This is a list of staff officers in your squadron who you will work with to accomplish each SDA. They will provide you with helpful information if it is not given in CAP directives, this guide, or the SDA sections in *Leadership: 2000 and Beyond*. The fourth segment is **Purpose and Scope**. This describes what each SDA is designed to do. The fifth segment is Performance **Requirements**. The performance requirements are the main tasks to be completed to finish each SDA. Also included in some performance requirements segments are **Duties and Responsibilities**. This describes the primary function of each SDA staff officer position. The next segment is the staff position **Checklist**. These Checklists are additional tasks needed to complete each SDA. Three additional segments that may be included in each SDA section are **Background**, **Procedures**, and **Insightful Hints**. **Background** gives more relative information on each SDA staff position. **Procedures** give information help you complete the Performance Requirements. **Insightful Hints** provides great information on how to be the staff officer pertaining to each SDA.

Additionally, Attachment 1 of this guide also contains the performance requirements and checklist for each SDA.

4. The SDA Process. When you start any SDA, you should completely read the SDA section of the achievement you are working on in *Leadership: 2000 and Beyond*. Then you will have a good idea of what the SDA is about and how to accomplish it. Also, when you start a SDA, you should read all the directives listed in the references segment of the SDA section. There is no need to study the directives at this time, just read them quickly to get an overview of their content.

The SDA is a complex project split into two halves. The first half of each SDA analyzes the performance requirements. These performance requirements only give an overview of what is to be done. It is your responsibility to find out the details of how to analyze these objectives. When you have done this, you will know how to perform the objective and be familiar with the directives pertaining to it. Let's take an example from Achievement 9 (Administrative Officer). One of the performance require-

ments reads: "List specific references for each action that is prohibited for cadets." Right away you know that there are many actions prohibited for cadets and these prohibited actions are described in many different CAP directives. Therefore, you will have to study very carefully every directive pertaining to cadets. Also, some manuals not directly used in the cadet program may contain information on prohibited actions. To find this information, you may have to ask for assistance from the key people listed in the SDA section of *Leadership: 2000 and Beyond*.

When analyzing performance requirements, you need to record your work. Use a spiral or wireless notebook or computer to maintain and organize your notes. A notebook works well because the pages from this type of notebook are not lost easily. Use one notebook for each complete SDA. That is, have one notebook for the Flight Commander SDA, another for the Logistics Officer SDA, etc. At the beginning of your analysis of a learning objective, record the learning objective in your notebook. Then determine which directives actually apply to the learning objective. You can do this by checking the "Contents" pages of directives you have received in all your study packets. When you find a directive containing applicable information, record its number and appropriate paragraphs in your notebook. Make a subheading under which you can list the directives, thus:

CAP Directives: When you are satisfied you have listed all applicable directives, you are ready for the next step: to decide **how and why a task is done**. This should comprise the "B" subheading of the objective. You should study the directives in detail and summarize in your own words what pertains to the objective you are analyzing. We can use the example again concerning prohibited actions for cadets. You would note the prohibited actions and the references from which these actions can be found. Also note why these actions are prohibited, what the consequences are, and what preventive measures are or should be taken to prevent cadets from committing these actions. In short, you want to feel qualified to answer any question concerning actions prohibited by cadets in CAP. As a final test of your knowledge on prohibited actions, your cadet commander or other staff officers may call upon you for your knowledge if a cadet does commit a prohibited action.

(See Attachment 2 for an example of this note-taking format.)

After you have completed all the performance requirements in a SDA, you are ready for the second half. This portion of the SDA process analyzes the checklist for each SDA. Like the performance requirements, the checklist is not simple tasks done quickly. They are in-depth assignments take taking investigative work to complete. You start analyzing a checklist by writing down each item of the checklist in your notebook and then recording information such as: if these items are being done, how are they being done, how will they be done, and other details relating to them. For example, the first item of the Administrative Officer Checklist is "Establish a standard publications library. Inform all staff officers of location and use of the library." If your squadron already has a standard publication library, then there is no need to establish one. But, is it well maintained, does everyone know where it is, does it get used much? These are the kind of questions you need to answer for each item of the checklist.

5. SDA Reports. For each SDA, you are going to create a report. You need to keep this report in a three-ring binder so nothing gets lost and all parts of the report are in one place. There are a number of documents you need to include in each report. The first document is a SDA index. This index (see Attachment 3) lists the performance requirements and other materials contained in the report. If a learning objective consists of an action such as teaching a class, write a brief summary of how the class went, when, where the class took place, and who attended. If a learning objective consists of completing written materials such as forms, then list these written materials. The next set of documents included in the report is any written materials such as forms and written reports. The last document included in the report is your notebook. Your squadron commander and/or deputy squadron commander for cadets will examine this completed SDA report and determine if you have successfully completed the SDA requirements.

6. Summary. The SDA process is an individual effort and the quality of the process is proportionate to the amount of effort expended. You can become an authority on most squadron-level aspects of CAP functions if you take the time and pursue each SDA as outlined above.

Achievement 8**FLIGHT COMMANDER STAFF DUTY ANALYSIS**

Performance Requirements:

1. Given a list of flight members and their status, develop a plan of action for their individual progress.
2. Given a case study, write out specific reasons for taking various actions to aid the individual involved.
3. After observing the flight commander position, write a staff summary sheet detailing actions you would take, why you would take these actions, and the necessary coordination.

Flight Commander Checklist:

- ☐ Take an active interest in each flight member.
- ☐ Ensure that flight members wear the uniform properly, practice military courtesy, and act in a disciplined way. See CAPM 39-1, *Civil Air Patrol Uniform Manual*.
- ☐ Ensure that the flight is trained in the fundamentals of military drill.
- ☐ Direct flight members when participating in formations and ceremonies.
- ☐ Counsel flight members regarding special activities, cadet advisory councils, and summer encampments.
- ☐ Host prospective cadet members and explain to them the purpose and organization of CAP, the requirement for cadet membership, and the privileges of cadet membership.
- ☐ Arbitrate and mediate disputes between cadets.
- ☐ Decide the use of time and how much time is needed for each task within the flight.
- ☐ Distribute information.
- ☐ Act as spokesperson for the flight.
- ☐ Evaluate the general performance of flight members and advise superiors of disciplinary problems not correctable at flight level.
- ☐ Monitor the use and display of the United States and CAP flags. Refer to CAPR 900-2, *Use of Civil Air Patrol Seal and Emblem; Use and Display of the United States Flag and Civil Air Patrol Flags*.

Achievement 9**ADMINISTRATIVE OFFICER STAFF DUTY ANALYSIS**

Performance Requirements:

1. Given a specific problem, you will submit a completed staff study report to your counselor. *Your squadron commander/deputy squadron commander for cadets is your counselor and will help you decide the subject you will write about.*
2. Update the unit master publication file.
3. List specific references for each action that is prohibited for cadets.
4. Correctly complete at least one of each of the following CAPFs 2b, 8, 15, 27, 31, 54, and 103.

Administrative Officer Checklist:

- ☐ Establish a standard publication library. Inform all staff officers of location and use of the library.
- ☐ Maintain the posting of new directives, policies, newsletters, etc., to the unit bulletin board.
- ☐ Check squadron files for proper indexing and filing of squadron documents.
- ☐ Inventory forms, publications, etc., on hand frequently and requisition needed items. Setup a system for handling and controlling these items as outlined in CAPR 5-4, *Publications and Blank Forms Management*.
- ☐ Setup a system for logging all correspondence sent or received. Make copies of the monthly log for all staff officers. Create an outgoing correspondence log.
- ☐ Establish the practice of bringing mail received to the commander at the start of every meeting.
- ☐ Monitor staff activities to ensure that reports, correspondence, records, etc., are prepared and submitted accurately and in a timely fashion as required by squadron, group, wing, and National Headquarters.
- ☐ Serve as a member of the Squadron Finance Committee. Establish periodic meetings and agenda for the committee.
- ☐ Coordinate responsibilities with appropriate cadet staff officers at all times.

Achievement 10**PUBLIC AFFAIRS OFFICER STAFF DUTY ANALYSIS**

Performance Requirements:

1. List the duties of a public affairs officer (PAO).
2. Given information about an activity, write an article for publication in your unit or wing newsletter.
3. Given information about a SAR mission, write a news release for the news media in your area.
4. Conduct an interview and submit a report of it to the unit PAO for publication.

Public Affairs Officer Checklist:

- ☐ Has a PAO been appointed? (CAPM 20-1, *Organization of Civil Air Patrol*)
- ☐ Are subordinate units submitting accurate and timely reports to wing? (CAPM 20-1)
- ☐ Does the PAO maintain a list of local news media? (CAPM 190-1, *Civil Air Patrol Public Affairs Program*) Release unit information to news media.
- ☐ Is the PAO making frequent contacts with the local news media representatives? (CAPM 190-1)
- ☐ Are local print and electronic news media utilized to tell the CAP story? (CAPM 190-1)
- ☐ Have policies been established for the release of information on CAP emergency services missions? (CAPM 190-1)
- ☐ Are news and photo releases of national importance submitted to the *Civil Air Patrol News*? (CAPM 190-1)
- ☐ Is a unit, public affairs publication produced with copies sent to National Headquarters/PAO? (CAPM 190-1)
- ☐ Is the PAO emergency services qualified? (CAPM 190-1 and CAPR 50-15, *CAP Operational Missions*)
- ☐ Is a squadron newsletter being made and copies sent to all members and the news media?
- ☐ Does the unit have a speaker's bureau of qualified senior and cadet members for speaking to civic organization, schools, and municipal gatherings in order to bring the CAP story to the public?
- ☐ Are relationships established with appropriate community sources to obtain guest speakers for squadron CAP activities?
- ☐ Publish unit newsletter.

- ☐ Coordinate with other organizations on news releases or publicity.
- ☐ Encourage unit participation in community activities.

Achievement 11**LEADERSHIP OFFICER STAFF DUTY ANALYSIS**

Performance Requirements:

1. Plan and conduct a tutoring session.
2. With CAP cadet materials other than *Drill and Ceremonies*, write a lesson plan, and conduct a class using that lesson plan.
3. Plan a non-drill training program and integrate it into a unit monthly schedule.
4. Plan and implement aerospace education sessions and activities for honor cadets for a 3-month period.

Leadership Officer Checklist:

- ☐ How do the flight commanders conduct a regular program of basic drill evaluation?
- ☐ Do cadet flight commanders provide the documented results of completed drill evaluations as part of the cadet's leadership tests?
- ☐ Have you personally seen that the color guard and flag detail is properly trained? How do they maintain proficiency?
- ☐ What is the squadron policy on the selection of the cadet color guard and flag detail?
- ☐ How are alternates selected and provided equal opportunity to train and remain proficient?
- ☐ Is sufficient time given to allow the flight sergeants to conduct their own preparation of new cadets for encampment? How much time is needed?
- ☐ How do you ensure cadets practice military customs and courtesies properly?
- ☐ Are cadets completing their physical fitness requirements within the prescribed time, according to each achievement? .
- ☐ How do cadets receive direction and guidance on completing their staff duty analysis for each achievement?
- ☐ How are cadets being encouraged to participate in leadership schools sponsored by higher headquarters? How soon are they informed about what they are, scholarships available, and how to apply for them?
- ☐ How soon are new cadets wearing their uniforms properly?

Achievement 12**AEROSPACE EDUCATION OFFICER
STAFF DUTY ANALYSIS****Performance Requirements:**

1. Plan, implement, and supervise a 1-day aerospace education activity for your unit.
2. Be able to tutor cadets for their aerospace education achievement tests.
3. Develop and deliver a non-video, non-lecture aerospace education presentation to either your unit or a school in your area, using aerospace education materials from National Headquarters.
4. Develop and maintain an aerospace education bulletin board for your unit, using aerospace education materials from sources other than National Headquarters.

Aerospace Education Officer Checklist:

- ☐ Know the definition of aerospace.
- ☐ Know the basic aerospace subject matter cadets study.
- ☐ Know the design and operation of the Cadet Aerospace Education Program.
- ☐ Know the CAP forms associated with the Cadet Aerospace Education Program.
- ☐ Know the directives pertaining to the Cadet Aerospace Education Program.
- ☐ Know the materials especially designated for use in the Cadet Aerospace Education Program.
- ☐ Know the numbers of the forms and tests used in the Cadet Aerospace Education Program.
- ☐ Know the evaluation, certification, recording, and award procedures that pertain to the Cadet Aerospace Education Program.
- ☐ Talk to current and former AEOs and benefit from their experience.
- ☐ Read, view, and converse. Constant reading provides ideas for a successful AE Program. Television programs often feature aerospace subjects as do news programs and special reports. Often just making people aware of what is available is a significant accomplishment.
- ☐ Form a team. No one can manage an AE Program without help. Listen to the ideas of others and have them plan and participate in aerospace activities.
- ☐ Seek counsel of the unit commander and AEOs of live or higher echelons of command for their suggestions on how to strengthen the program.
- ☐ Seek feedback from those participating in or receiving the services of your program. They are the best measure of the value of the program.
- ☐ Seek additional training for yourself and members of your staff.
- ☐ Use movies, videos, guest speakers, hands-on demonstrations, bulletin boards, etc., to add interest. Add diversity to your program.
- ☐ Designate an aerospace education officer in writing.
- ☐ Select qualified subordinates to the AE internal and external programs.
- ☐ Find and study applicable materials listed in the references and bibliography of aerospace literature.
- ☐ Carefully review and use applicable reference materials to conduct a viable aerospace program within the unit.
- ☐ Be familiar with the principles of learning and training. This includes hands-on experience by attending and participating in workshops; seminars, and programs conducted by other individuals who are knowledgeable of aerospace education.
- ☐ Plan a non-video, non-lecture internal aerospace education program for unit members.
- ☐ Prepare unit members to complete aerospace examinations and advance in grade.

Achievement 13**OPERATIONS OFFICER STAFF DUTY ANALYSIS****Performance Requirements:**

1. Plan, coordinate, and setup a search and rescue activity for your unit's cadets.
2. Plan, coordinate, and setup a disaster relief activity for your unit's cadets.
3. Plan and coordinate for your cadets to take part in an encampment.

Operations Officer Checklist:

- ☐ Talk to current and former operations officers to learn from their experiences. Ask them questions remembering that there are no dumb questions.
- ☐ When planning cadet activities, always include cadet staff members or selected cadets to help in the planning. Cadet perspectives are most valuable as the activity is for their benefit.

- ☐ For activities with complicated schedules or that last more than a day, prepare an operations plan that describes responsibilities, collateral support, schedules, transportation requirements, and so forth.
- ☐ When developing the operations plan, seek Air Force liaison assistance, if available. Liaison personnel have resources and connections that can be most useful when planning activities at military facilities.
- ☐ Publicity is important. Close coordination with the public affairs officer is valuable when seeking commitments to participate in certain activities. Distributing information well ahead of deadlines can be the most important key to make the activity successful.
- ☐ When planning aerospace activities, close coordination with the aerospace education officer is necessary to ensure educational goals are identified and met. Training objectives also may be met by coordinating with the unit Training Officer.
- ☐ When coordination is required with other units, a single coordinator should be designated as the general planner. One focal point of information will minimize duplication of efforts and provide for focused direction to achieve specified objectives.
- ☐ When resources are required (transportation, facilities, meals, equipment, personnel, etc.) written requests should be prepared and written responses required. This documentation trail will help greatly in identifying individuals who can be contacted should resource problems arise.
- ☐ Develop an experience file and in it, include sample operations plans, written requests, contact lists, facility descriptions, etc. It is always easier to plan new projects if there is some guidance available from previous activities.
- ☐ Coordinate closely with wing, group, and region personnel to draw upon their advice and resources. Sharing of experience strengthens the total organization and prompts new ideas.
- ☐ Keep parents informed; do not rely entirely upon cadets to communicate information to their parents. Newsletters and flyers should be sent home or distributed by the public affairs officer (see Item 5, above).
- ☐ Coordinate with safety personnel to ensure potential safety hazards are identified and addressed.
- ☐ When activities involve flight operations, the flight operations officer and safety officer must be involved in planning to ensure all applicable regulations are reviewed. Emergency services personnel also may need to be involved in this planning.

- ☐ Senior member escorts should be selected based upon their qualifications, experience working with cadets, and their interests. Senior member escorts should be thoroughly briefed about the objectives of the activity and the total plan of action.
- ☐ When appropriate, such as when planning the use of military facilities, visits to the facilities themselves, in advance, will help greatly in the planning process. Dry runs for timing logistics, transportation, etc., may also be helpful.

Achievement 14

LOGISTICS OFFICER STAFF DUTY ANALYSIS

Performance Requirements:

1. From a case study problem, list the actions you should take and the regulations involved for a logistics presentation to your senior member logistics officer.
2. With a list of supplies, prove your understanding of the proper regulations by taking necessary action to distribute the supplies to individuals in your squadron. These items shall include utility uniforms, boots, a typewriter, and a radio.
3. From a list of supplies you have just received, fill out the required documents for receiving them.
4. At the end of this staff duty analysis, you will be able to conduct an audit of your unit's supplies.
5. If your unit has a vehicle, you will establish and maintain a list of qualified drivers and a maintenance record for that vehicle.

Logistics Officer Checklist:

- ☐ Has the logistics officer been appointed in writing? (CAPM 20-1)
- ☐ How does the logistics officer control the functions of supply, transportation, and aircraft maintenance? (CAPM 20-1)
- ☐ How does the logistics officer advise the unit commander on ways to protect, increase, and effectively use corporate assets? (CAPM 20-1)
- ☐ Is the logistics officer keeping current copies of the logistics directives [CAPR 66-1, *CAP Aircraft Maintenance Management*; CAPM 67-1, *CAP Supply Manual*; CAPM 67-2, *CAP Aircraft Parts Supply Depot*; CAPR 67-4, *Acquiring, Reporting, and Disposing of Corporate Aircraft*; CAPR 77-1, *Operation and Maintenance of CAP Owned Vehicles*; CAPR 87-1, *Acquiring and Accounting for Real Estate and Facilities for CAP*; CAPR 900-2, *Use of CAP Seal and Emblem*; *Use and Display of the US Flag and CAP Flags*; CAPR 900-3, *Firearms-Assistance to Law Enforcement Officials*; CAPR 900-5,

The CAP Insurance/Benefits Program; CAPR 900-6, Hull Self Insurance (HSI); and CAPR 900-7, Vehicle Self Insurance (VSI) and being familiar with their contents? (CAPM 20-1)

- ☐ Are surplus uniforms and equipment gotten, as needed, from wing supply?
- ☐ Are proper records of acquisition, receipt, issue, storage, and disposal of all property maintained properly? (CAPM 67-1)
- ☐ Has the US Army Corps of Engineers granted a current license for use of Department of Defense real property/facilities? (CAPR 87-1)
- ☐ Is there safe, efficient, and economical management, operation, and use of the unit's vehicle(s)?
- ☐ Is the use of the unit's vehicle(s) monitored? Is additional transportation arranged and provided for as the unit needs it?
- ☐ Is maintenance of the unit's vehicle(s) adequate and properly recorded?
- ☐ Are transfer of property responsibility letters maintained on file for the unit logistics and unit supply officer? (CAPM 67-1)
- ☐ Are quarterly vehicle reports provided to wing HQ?
- ☐ Are annual equipment reports provided to wing HQ?
- ☐ Are new members acquainted with the *CAP Bookstore Catalog* and the procedures for ordering items? (CAPM 39-1)
- ☐ Are new members aware of where to get uniform items and which items are required or optional? (CAPM 39-1)
- ☐ Are new members aware of exactly what items and how many of them they will need to 13e in uniform when required? (CAPM 39-1)

Achievement 15

CADET COMMANDER AND ADVISOR STAFF DUTY ANALYSIS

Performance Requirements:

1. List the goals you have for your unit while you are cadet commander.

2. During your term as cadet commander, maintain a log of staff meetings, problems encountered and how they were solved, your unit's objectives, and your accomplishments. The management tools you used for running the unit shall be part of the log.
3. When absent from your home unit during this time, develop and carry out a public service project. Keep a log of the objectives of the project, resources you used, and how the resources were obtained, coordination needed, and the results of the project.

Commander and Advisor Checklist:

- ☐ Directs staff of cadet officers and NCOs who are responsible for the following functions: Administration, Aerospace Education, Communications, Information, Training, Operations, and Supply.
- ☐ Established plans, policies, and procedures necessary to ensure success of squadron functions.
- ☐ Assures that cadets comply with all policies, directives, and procedures.
- ☐ Recommends personnel for assignment to authorized cadet positions.
- ☐ Coordinates cadet staff activities to ensure efficiency in cadet program administration.
- ☐ Assists the senior member staff in providing information to inspectors and in writing responses to inspection reports. (CAPR 123-2)
- ☐ Assists the senior member staff in the processing of grievances and investigations.
- ☐ Provides information to, and helps recruit, qualified personnel, such as physicians and clergymen, to serve on the senior member staff.
- ☐ Understands the CAP Reserve Assistance Program and cooperates fully with the Reserve Assistance Officer/NCO.
- ☐ Conducts staff meetings, as necessary.

SAMPLE SDA NOTE-TAKING FORMAT

Flight Commander SDA

Performance Requirements:

Given a list of flight members and their status, develop a plan of action for their individual progress.

A. CAP Directives

CAPM 50-16

CAPVA 177a, *Cadet Progress Chart thru Mitchell*, and CAPVA 177b, *Cadet Officer Progress Chart thru Spaatz Leadership: 2000 and Beyond*, Volumes I, II, and III

B. How and why the task is done.

Administrative officer records cadets' progress on CAPVA 177a and CAPVA 177b.

Leadership officer suggests training programs to help cadets progress.

- To keep track of cadet's individual progress
- To make sure cadets are getting promoted
- To see what areas of the cadet program need to be improved in the unit

Flight Commander Checklist:

- ☐ Take an active interest in each flight member.

To take an active interest in each flight member, the flight commander must know everything about the members of the flight. The flight commander must be motivated to want the cadets to progress.

SAMPLE SDA INDEX

HEADQUARTERS
Any Name Squadron, CAP
United States Air Force Auxiliary
123 Any Street
Any City, Any State 90000

1 October 1998

MEMORANDUM FOR SQUADRON COMMANDER OR
DEPUTY SQUADRON COMMANDER FOR CADETS

FROM: ANY NAME SQUADRON

SUBJECT: Flight Commander SDA Report Index

Performance Requirements:

- a. Given a list of flight members and their status, develop a plan of action for their individual progress.

I examined Alpha Flight. The plan of action is included in this report as Attachment 1.

- b. Given a case study, write out specific reasons for taking various actions to aid the individuals involved.

The case study analysis I completed is included in this report as Attachment 2.

- c. After observing the flight commander position, write a staff summary sheet detailing actions you would take, why you would take the actions, and the necessary coordination.

The staff summary sheet I completed is included in this report as Attachment 3.

JOHN A. DOE, Cadet, CAP

Attachments:

1. Alpha Flight Plan of Action
2. Case Study Analysis
3. Staff Summary Sheet
4. Flight Commander SDA Notebook